

## **FAMILY AND CONSUMER SCIENCES (FACS)**

### **COURSE DESCRIPTION**

Family and Consumer Sciences is a comprehensive, foundation course designed to assist students in developing the core knowledge and skills needed to manage their lives. Emphasis is on leadership, human development, family and parenting education, consumer economics and resource management, housing and living environments, nutrition and foods, textiles and apparel, and career preparation. Critical skills in decision making, problem solving, critical thinking, technology, work and family management, and workplace readiness are reinforced through authentic experiences. The course allows students to select specific areas for future concentrated study. A unique focus is on the management of families, work, and their interrelationships.

The integration of Family, Career and Community Leaders of America (FCCLA) provides students with opportunities for leadership development, personal growth, and school/community involvement.

**Pre-requisite:** None

**Recommended Credits:** 1

**Recommended Grade Level:** 9-10

<b>FAMILY AND CONSUMER SCIENCES STANDARDS</b>
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- 1.0 Students will demonstrate leadership, citizenship, and teamwork skills required for success in the family, workplace, and global community.
- 2.0 Students will evaluate factors that impact individual growth and development areas related to self-understanding, personal decision making, communication and interpersonal relationships.
- 3.0 Students will analyze the impact of the family unit on individuals and society.
- 4.0 Students will assess personal decisions and skills relating to parenting roles and responsibilities.
- 5.0 Students will integrate knowledge, skills, and practices required for management of human, economic, and environmental resources in the family, workplace, and community.
- 6.0 Students will apply nutrition and food principles that enhance individual and family well being across the life span.
- 7.0 Students will apply knowledge, skills, and practices required for a safe and pleasing living environment.
- 8.0 Students will illustrate knowledge, skills, and techniques in individual and family textile and apparel choices and care.
- 9.0 Students will analyze career opportunities and examine employability skills and traits in family and consumer sciences.

## **FAMILY AND CONSUMER SCIENCES (FACS)**

### **STANDARD 1.0**

Students will demonstrate leadership, citizenship and teamwork skills required for success in the family, workplace, and community.

### **LEARNING EXPECTATIONS**

The student will:

- 1.1 Examine the major areas of study in the family and consumer sciences program area.
- 1.2 Examine the Family, Career and Community Leaders of America (FCCLA) student organization and its relationship to the family and consumer sciences curriculum.
- 1.3 Assess factors involved in successful leadership skills, citizenship traits, and teamwork traits.
- 1.4 Apply leadership, citizenship, and teamwork skills as an integral part of classroom, workplace, and community involvement.

### **PERFORMANCE STANDARDS**

The student:

- 1.1 Evaluates the importance of Family and Consumer Sciences Education in empowering individuals and families to take action for improvement.
- 1.2A Relates the creed, purposes, motto, and emblems of Family, Career and Community Leaders of America to personal development.
- 1.2B Demonstrates knowledge of FCCLA national programs.
- 1.2C Explains how FCCLA is an integral component of classroom instruction.
- 1.3A Inventories personal leadership, citizenship, and teamwork skills.
- 1.3B Develops a plan for personal leadership growth.
- 1.4A Cooperates with peers to plan and implement FCCLA activities using the FCCLA planning process.
- 1.4B Practices parliamentary procedure when participating in meetings.
- 1.4C Completes a career-connections experience, such as job-shadowing.

### **SAMPLE PERFORMANCE TASKS**

- Participate in a class activity that helps identify and describes the areas of study in the family and consumer sciences program.
- Participate in the FCCLA Step One program.
- Implement Power of One: A Better You, Family Ties, Take the Lead, Working on Working, and Speaking Out for FCCLA.
- Implement FCCLA Dynamic Leadership Program: Character for Leaders; Relationships

for Leaders; Conflict Management for Leaders; Pure Education for Leaders; Problem Solving for Leaders.

- Classify leadership skills, citizenship traits, and teamwork traits as positive or negative.
- Practice positive leadership traits.
- Conduct a personal assessment of leadership skills.
- Write an essay or develop a list of traits for personal leadership growth.
- Listen to a state officer speak to the class.
- Read books and articles about leadership.
- Develop a chapter program of work
- Prepare a meeting agenda.
- Observe parliamentary procedure in practice.
- Practice parliamentary procedure by planning and participating in a mock meeting.
- Participate in a FCCLA Star Event (Creed or Illustrated Talk).
- Participate in a national project (Community Service, Career Connection, Leaders at Work, Stop the Violence, Student Body, Financial Fitness).
- Use planning process to establish and achieve individual and group goals.

### **INTEGRATION/LINKAGES**

Family and Consumer Sciences National Standards (Standards: 1.0, 2.0, 12.0, 13.0), English II Gateway Standards, Core Skills (Decision making, problem solving, technology, work and family management, workplace readiness), Extra-curricular activities, Vocational Student Organizations, Psychology and Sociology Classes, SCANS (Secretary's Commission on Achieving Necessary Skills)

## **FAMILY AND CONSUMER SCIENCES (FACS)**

### **STANDARD 2.0**

Students will evaluate factors that impact individual growth and development in areas related to self-understanding, personal decision making, communication, and interpersonal relationships.

### **LEARNING EXPECTATIONS**

The student will:

- 2.1 Relate how personal values, goals, needs and wants influence an individual's attitudes, beliefs, and behavior.
- 2.2 Demonstrate personal behavior reflecting sound decision making and responsibility.
- 2.3 Apply principles of effective communication.
- 2.4 Practice behaviors that contribute to satisfying interpersonal relationships.

### **PERFORMANCE STANDARDS**

The student:

- 2.1A Analyzes individual attitudes, beliefs, and behavior.
- 2.1B Formulates a list of goals based on values, needs, and wants.
- 2.2A Describes the role of accepting responsibility in decision making.
- 2.2B Summarizes the effects of personal priorities and other influences on decisions.
- 2.2C Predicts the implications of personal behavior and decisions on peers, families, society, and future generations.
- 2.3A Practices communication skills appropriate for various relationships and occasions.
- 2.3B Explains how cultural background can influence patterns of communication.
- 2.4A Describes qualities necessary to support strong relationships.
- 2.4B Demonstrates positive techniques for conflict resolution, including assertiveness techniques and refusal skills.
- 2.4C Determines how healthy relationships assist in preparation for adult roles in the family, workplace, and community.

### **SAMPLE PERFORMANCE TASKS**

- Create a personal shield utilizing symbols to represent attitudes, beliefs, values, and goals.
- Construct a "Me" cube. ( Hands on project using multiple skills. Cube reflects personal attitudes, beliefs, and values.).
- Read case studies about real life situations and resolve problems using the decision making process.
- Use the decision making process to make a personal decision.
- Identify examples of times when individuals have made decisions but did not take

responsibility for them.

- Practice good decision making skills.
- Brainstorm the implications of various behaviors and decisions on peers, families, society, and future generations.
- Complete an age appropriate stress test.
- Develop a poster depicting effective communication techniques.
- Develop a cartoon illustrating a method of effective communication.
- Role-play verbal and non-verbal examples of communication.
- Role-play methods of resolving conflicts.
- Provide feedback on an oral presentation.
- Create a peer mediation team.

### **INTEGRATION/LINKAGES**

Family and Consumer Science National Standards 12.0, English II Gateway Standards 1.0, 2.0, 3.0, 4.0, Algebra I Gateway Standards 2.0 and 3.0, FCCLA Programs (Power of One, Families First, Stop the Violence, and Star Events, Interpersonal Communications and Illustrated Talk), SCANS

## **FAMILY AND CONSUMER SCIENCES (FACS)**

### **STANDARD 3.0**

Students will analyze the impact of the family unit on individuals and society.

### **LEARNING EXPECTATIONS**

The student will:

- 3.1 Analyze family functions, roles, and responsibilities.
- 3.2 Determine factors that strengthen the family.
- 3.3 Evaluate the significance of commitment to the individual and the family.

### **PERFORMANCE STANDARDS**

The student:

- 3.1A Describes the family as the basic unit of society.
- 3.1B Identifies basic functions of the family and its role in society.
- 3.1C Examines the role of the individual within the family.
- 3.1D Determines the impact of effective family functioning on the workplace, community, and society.
- 3.1E Identifies management practices facilitating individuals assuming multiple family, community, and wage-earner roles.
- 3.2A Describes factors that contribute to strong family units.
- 3.2B Identifies causes and effects of family stress and techniques of management and prevention.
- 3.2C Identifies resources to aid in strengthening the family unit.
- 3.3 Compares and contrasts commitments in relationships and their effect on the individual and family.

### **SAMPLE PERFORMANCE TASKS**

- Generate a list of ways families fulfill each function of the family.
- List desirable characteristics of a family.
- Evaluate the influence of sex bias and stereotyping on the family through a case study or simulation.
- Interview a senior citizen to explore their personal views of the family.
- Write, share, and discuss an essay on family role models.
- Adopt a grandparent through FCCLA as a Community Service Project.
- List adjustments and formulate ways to adjust in different family structures.

- Create a bar graph illustrating the level of commitment within various relationships (family members, strangers, acquaintances, peers, friends, dating partner, engaged partner, marriage partner, boss, etc.)

### **INTEGRATION/LINKAGES**

English II Gateway Standards 1.01, 1.02, 1.08, 1.10, 2.11, 4.02, 4.04, Algebra I Gateway Standard 3.13, FCCLA Star Events, FCCLA Power of One



## **FAMILY AND CONSUMER SCIENCES (FACS)**

### **STANDARD 4.0**

Students will assess personal decisions and skills relating to parenting roles and responsibilities.

### **LEARNING EXPECTATIONS**

The student will:

- 4.1 Demonstrate the application of the decision-making process to personal decisions such as parenthood that have life-long impact.
- 4.2 Evaluate cultural and social influences on decision making.
- 4.3 Determine the roles and responsibilities of parents and other caregivers related to the physical, intellectual, emotional, and social development of children.
- 4.4 Identify strategies for optimizing the development of children.

### **PERFORMANCE STANDARDS**

The student:

- 4.1A Evaluates the consequences and responsibilities of personal decisions.
- 4.1B Predicts personal, family, and societal implications of personal decisions.
- 4.2A Analyzes various influences that affect sexual behavior.
- 4.2B Relates cultural and social influences that affect one's sexual behavior.
- 4.3A Identifies positive role modeling behaviors.
- 4.3B Examines the basic needs of children.
- 4.4A Identifies health and safety factors that are important when caring for children.
- 4.4B Chooses developmentally appropriate play activities for children.
- 4.4C Determines positive childcare guidance techniques.

### **SAMPLE PERFORMANCE TASKS**

- Using the decision making process, chart the responsibilities and consequences of sexual decision-making.
- Using an article about teenage sexual behavior, compare the article's views to the views of the student regarding sexual activity among teenagers.
- Perform a self-evaluation of emotions relating to sexual decision making.
- Develop a presentation using various forms of medium to explain consequences of sexual behavior (sexually transmitted diseases, emotional, pregnancy, etc.).
- Generate a list of qualities child caregivers should possess.
- Analyze children's toys for age appropriateness and safety.
- Evaluate children's books for content and age appropriateness.
- Develop and implement a reading program at a local Head Start or Elementary school relating to the week/unit.

- Select from list desirable and undesirable childcare guidance techniques.
- Perform an oral presentation from interviewing a parent, answering such questions as - why did you become a parent? How do your roles and responsibilities as a parent correlate to your beliefs, customs, and values, etc.

### **INTEGRATION/LINKAGES**

English II Gateway Standards 1.0, 2.0, 3.0, 4.0, FCCLA STAR Events (Focus on Children, Illustrated Talk, Chapter Service Project, Skills for Life, Entrepreneurship, Families First, Power of One, Community Service, STOP the Violence), Student Body, Financial Fitness, Biology

## **FAMILY AND CONSUMER SCIENCES (FACS)**

### **STANDARD 5.0**

Students will integrate knowledge, skills, and practices required for management of human, economic, and environmental resources in the family, workplace, and community.

### **LEARNING EXPECTATIONS**

The student will:

- 5.1 Examine the use of resources in making choices that satisfy needs and wants of individuals and families.
- 5.2 Assess the need for personal and financial planning.
- 5.3 Analyze consumer- buying practices that promote effective utilization of resources.
- 5.4 Evaluate the impact of the media and technology on consumer-buying practices and options.

### **PERFORMANCE STANDARDS**

The student:

- 5.1A Explains the relationship of decision making and the management process to consumer choices.
- 5.1B Identifies types of resources available to the individual and the family.
- 5.1C Examines the acquisition and management of financial resources.
- 5.1D Practices decision making consistent with personal considerations, such as needs, wants, goals, priorities, and resources.
- 5.2A Develops a personal spending plan and record-keeping system.
- 5.2B Describes the correlation between effective personal management practices and quality of individual and family life.
- 5.3A Analyzes factors that influence consumer buying.
- 5.3B Interprets consumer information.
- 5.3C Demonstrates the use of guidelines when shopping for basic needs.
- 5.3D Identifies the rights and responsibilities of the consumer.
- 5.4A Determines influences on personal consumer choices.
- 5.4B Analyzes the components of advertisement.
- 5.4C Analyzes the safety and personal security of personal consumer information.

### **SAMPLE PERFORMANCE TASKS**

- Given a designated amount of money, identify three items to be purchased and justify choices by stating the item, cost, where and why.
- Apply the management process to a case study.

- Identify and illustrate types of resources, using catalogs and magazines to prepare a poster.
- Develop a personal spending plan and record system from a case study.
- Use a checklist to rank the factors influencing purchases.
- Compile a list of general shopping techniques and illustrate and critique each.
- Using guidelines for smart shopping, comparison shop for items to be used in the implementation of a community service project or other FCCLA or classroom activity.
- Collect and analyze labels and hangtags for available information.
- Cite the consumer's rights and responsibilities as they relate to a specific product or service.
- Write an essay describing a recent purchase, evaluate the influences affecting that purchase and evaluate the outcome.
- Collect, compare, displays, and edit ads for useless information and revise the ads.

### **INTEGRATION/LINKAGES**

FCCLA Star Events (Skills for Life, Entrepreneurship), FCCLA national program (Financial Fitness), Language Arts, Applied Communications, Computer Skills, Mathematics, Research and Writing Skills, Consumer Finance and Economics Curriculum, Marketing

## **FAMILY AND CONSUMER SCIENCES (FACS)**

### **STANDARD 6.0**

Students will apply nutrition and food principles that enhance individual and family well being across the life span.

### **LEARNING EXPECTATIONS**

The student will:

- 6.1 Analyze factors that influence personal and family nutrition and meal management across the life span.
- 6.2 Examine basic nutrition needs and results of dietary practices across the life span.
- 6.3 Demonstrate table service and dining etiquette.
- 6.4 Demonstrate basic meal management and preparation techniques.

### **PERFORMANCE STANDARDS**

The student:

- 6.1A Determines cultural, economic, and societal influences on dietary practices and contemporary meal management.
- 6.1B Explains the role of family mealtime in promoting family strength and the welfare of family members.
- 6.2A Classifies food according to nutritive value.
- 6.2B Compares personal diets to various guidelines.
- 6.2C Explains the effects of dietary practices on wellness and achievement across the life span.
- 6.2D Establishes guidelines for making healthy choices when eating out.
- 6.3A Arranges table settings for simple meals.
- 6.3B Demonstrates table manners and etiquette appropriate for various occasions.
- 6.4A Identifies the impact of technology on meal management.
- 6.4B Demonstrates basic principles of sanitation and safety relating to meal management.
- 6.4C Describes types and safe use of equipment, tools, and utensils.
- 6.4D Demonstrates basic food preparation techniques to achieve quality standards and preserve nutritive value.

### **SAMPLE PERFORMANCE TASKS**

- Prepare a poster illustrating factors that affect food choices and meal management.
- Given a list of foods, classify according to nutritive value.
- Research eating disorders and prepare a presentation for peers.
- Keep a journal of food eaten for one day, compare to the Food Guide Pyramid and the Dietary Guidelines for Americans.

- Analyze diet usually a computer software program.
- Analyze nutrition information on food labels.
- Compare the nutritive value of various fast foods.
- Develop guidelines for choosing foods when eating out.
- Participate in a table setting relay.
- Role-play appropriate table manners and etiquette for various occasions.
- Role-play safety and sanitation procedures used in meal management.
- Generate a list of ways technology has changed the meal management process.
- Use a bingo format to identify kitchen tools and utensils, cooking terminology, measuring equivalents, and abbreviations.
- Practice measuring techniques by participating in a measuring lab.
- Choose a recipe from a cookbook and evaluate using criteria for a good recipe.
- Plan and prepare a simple meal.

### **INTEGRATION/LINKAGES**

Algebra I Gateway Standard 2.0, Biology I Gateway Standard 2.0, English II Gateway Standards 1.0, 2.0, 3.0, 4.0, FACS National Standards, Tennessee Department of Health, Computer Skills, Guidance, Serve Safe Standards, Hazard Analysis Critical Control Point (videos), Language Arts, Family and Consumer Sciences, FCCLA Power of One (A Better You, Family Ties, Leaders at Work, Families First, Star Events (Illustrated Talk, Applied Technology, Chapter Service, Entrepreneurship, Focus on Children, Skills for Life)

## **FAMILY AND CONSUMER SCIENCES (FACS)**

### **STANDARD 7.0**

Students will apply knowledge, skills, and practices required for a safe and pleasing living environment.

### **LEARNING EXPECTATIONS**

The student will:

- 7.1 Analyze housing considerations related to meeting personal and family housing needs.
- 7.2 Analyze the effective use of the elements and principles of design in living environments.
- 7.3 Evaluate safety procedures necessary to ensure a safe living environment.
- 7.4 Demonstrate home maintenance and sanitation procedures.

### **PERFORMANCE STANDARDS**

The student:

- 7.1A Analyzes factors influencing housing needs for individuals and families in varying circumstances and life cycles.
- 7.1B Compares housing needs as determined by personal preference, lifestyle, and income level.
- 7.2 Illustrates the use of the elements and principles of design in living environments.
- 7.3A Describes safe use and care of home furnishings and equipment.
- 7.3B Determines home safety hazards and methods to correct them.
- 7.4A Identifies tasks, equipment, and supplies needed for home maintenance and sanitation.
- 7.4B Practices home maintenance, safety, and sanitation procedures.

### **SAMPLE PERFORMANCE TASKS**

- Using case studies, determine factors influencing housing needs.
- Using the FCCLA planning process and case studies, identify housing needs of individuals and families taking into consideration personal preference, lifestyle, and income level.
- Identify illustrations of the elements and principles of design.
- Using a floor plan of a room, arrange furniture templates for attractiveness, effectiveness, and usability with good traffic patterns.
- Using paint, create a color wheel to illustrate color relationships and color schemes.
- Design a plan to organize your storage space (closet, dresser, chest, etc.).
- Using sample room arrangements, identify possible safety hazards in each area of the home, including storage areas.
- Develop a fire escape plan for your family.

- Identify general home care and maintenance tasks and steps for completing, categorizing them as weekly, biweekly, or daily tasks.

### **INTEGRATION/LINKAGES**

Computer skills, language arts, FCCLA (STAR Events/Applied Technology, Power of One), HGTV, FACS National Standards 11.2.1, 11.2.2, 11.2.3, 11.4.2, 11.4.4, 11.6.1, Videos on Home Safety, Cleaning, Room Arranging, Computer program on Room Arranging, Algebra I Gateway Standard 5.0, English II Gateway Standards 1.0, 2.0, 3.0, 4.0



## **FAMILY AND CONSUMER SCIENCES (FACS)**

### **STANDARD 8.0**

Students will illustrate knowledge, skills, and techniques in individual and family textile and apparel choices and care.

### **LEARNING EXPECTATIONS**

The student will:

- 8.1 Analyze consumer decision-making practices in individual and family apparel choices.
- 8.2 Practice appropriate clothing-care procedures.
- 8.3 Utilize principles of quality clothing construction in meeting clothing needs.

### **PERFORMANCE STANDARDS**

The student:

- 8.1A Describes clothing selection practices that accommodate personal needs, including age, lifestyle, special needs, and career.
- 8.1B Analyzes influences affecting clothing decisions.
- 8.1C Assesses the impact of technology on textile products.
- 8.2A Interprets and follows information on clothing-care labels.
- 8.2B Performs laundry procedures in accordance with clothing-care label information.
- 8.2C Performs simple stain removal procedures.
- 8.3A Demonstrates safety practices when using and caring for sewing tools and equipment.
- 8.3B Utilizes principles of quality clothing construction in clothing selection, maintenance, repair, and/or alteration.

### **SAMPLE PERFORMANCE TASKS**

- Using case studies, determine and find examples of appropriate clothing for various occasions and roles.
- Inventory personal wardrobe to determine clothing needs.
- Research, collect information, and give an oral report on clothing factors affecting personal appearance.
- Create a poster on the “Do’s and Don’ts” of personal appearance.
- Demonstrate stain removal techniques using manufactures’ guidelines or stain removal chart.
- Research recent technological developments in textile products.
- Read and interpret clothing care labels.
- Practice the use and care of sewing equipment.
- Illustrate replacement of buttons, hems, and seams on fabric swatches.

### **INTEGRATION/LINKAGES**

Research and Writing Skills, Applied Communications, Computer Skills, Language Arts, History and Geography, Colleges and Universities, Math Skills, Industry, School and Community Libraries, Art, Science, FCCLA, Peer and Professional Collaboration, Retail and General Business, Marketing, National Skill Standards, and Economics

## **FAMILY AND CONSUMER SCIENCES (FACS)**

### **STANDARD 9.0**

Students will analyze career opportunities and examine employability skills and traits in family and consumer sciences.

### **LEARNING EXPECTATIONS**

The student will:

- 9.1 Examine the interests, aptitudes and skills that influence career choices.
- 9.2 Assess employability traits and skills.
- 9.3 Examine career opportunities within each area of family and consumer sciences.
- 9.4 Determine personal and family management skills that transfer to the workplace.

### **PERFORMANCE STANDARDS**

The student:

- 9.1 Prepares an inventory of personal interests, aptitudes, and skills.
- 9.2 Demonstrates common traits and skills necessary for successful employment.
- 9.3 Compares the careers in family and consumer sciences in relation to personal interests, aptitudes, and skills.
- 9.4A Identifies examples of how personal and family management skills learned in the classroom are transferable to a job.
- 9.4B Describes management skills needed to effectively manage work and family life.

### **SAMPLE PERFORMANCE TASKS**

- Complete an aptitude and skills inventory assessment.
- In small groups, create a checklist of personal traits and skills that are necessary for successful employment.
- Use technology to identify and explore possible job opportunities in family and consumer sciences.
- Rotate through learning centers that display items and careers representative of each family and consumer sciences area.
- Participate in carousel brainstorming: each area of FACS is listed on a separate sheet of large paper and small groups of students rotate from area to area brainstorming possible occupations and careers in each area.
- Participate in mock job interviews conducted by guest employers.
- Practice the completion of job applications.
- Using case studies, apply the management process to resolve work-family problems.

- Interview a parent to determine management techniques used to balance work and family life.
- Participate in a job-shadowing experience.

### **INTEGRATION/LINKAGES**

Family and Consumer Sciences National Standards 3.0, 3.1, 4.0, 4.1, 5.0, 5.1, 7.0, 7.1, 8.0, 8.1, 9.0, 9.1, 10.0, 10.1, 11, 11.1, 16.0, 16.1, English II Gateway Standards 1.0, 2.0, 3.0, 4.0, FCCLA, STAR Events (Job Interview, Entrepreneurship, Career Connection)